

**SCHOOL OF NURSING EVALUATION AND ASSESSMENT PLAN CCNE VISIT 2010**

<b>Standard &amp; Key Element</b>	<b>Component</b>	<b>Assessment Strategy</b>	<b>Schedule</b>	<b>Responsibility</b>	<b>Expected Results</b>	<b>Actual Outcomes</b>	<b>Continuous Improvement, Future Plan</b>
<b>Standard I</b>							
<b>Key Element I-A</b> The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	Mission, Goals, Expected student outcomes	Comparison of statements with university documents, School of Nursing (SON) assessment plan and professional nursing standards used in the program	Annually at the start of the 2010 academic year for 3 years then every 2 years	Curriculum Committee	The mission, goals, and curriculum are congruent with the institutional statements and consistent with professional nursing standards and guidelines used in the School of Nursing (SON).	Program mission, goals, and expected student outcomes were developed to be congruent with the institutional mission and goals, and the standards and guidelines were chosen to reflect the mission, goals, and expected student outcomes.	Review on schedule to maintain congruency between the university and department statements.
<b>Key Element I-B</b> The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to	Mission, Goals, Expected student outcomes  <i>AACN Essentials</i>	Comparison of mission, goals, and expected student outcomes with the AACN	Annually at the start of the 2010 academic year for 3 years then every 2 years	Curriculum Committee	The mission, goals, and expected student outcomes are congruent with AACN Essentials and	The mission, goals, and curriculum outcomes were developed utilizing the AACN	Continue to review mission, goals, and expected outcomes every 2 years to maintain congruency with

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reflect: professional nursing standards and guidelines; and needs and expectations of community of interest.	<i>ANA Code of Ethics</i>  <i>ANA Scope and Standards of Practice</i>  Student Forums	Essentials			other professional standards.	Essentials as the organizing framework.	the AACN Essentials and other professional standards.
<b>Key Element I-C</b> Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Mission Goals  Expected student outcomes  Faculty Development Plan (FDP)	Faculty Development Plan (FDP)	Annually at start of academic year 2011: Progress Report  Every 4 years: New FDP submitted	Director  Faculty Committee  Assessment Committee	Faculty is supported by the program director and the university in their efforts to excel at teaching, scholarship, service, and practice endeavors.	There exists an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the missions, goals, and expected outcomes of the program.	Continue to support scholarship, service, and practice.  Continue to encourage faculty to apply for Professional Development funding to present at conferences and conduct research.

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<b>Key Element I-D</b> Faculty and students participate in program governance.	Department Bylaws	Student Forum with each cohort 1 time per semester	Every semester	Faculty Committee	The roles of the faculty and students in the governance of the department are clear and accurately reflect what actually occurs.  Student and faculty participation in governance is meaningful.	Students participated in meetings each semester to provide feedback about the program. See student forum minutes in the resource room for specifics.	Continue to request feedback from students each semester.  Consider adding students to nursing committees such as curriculum and assessment committees.
	Organization-al Chart		On-going				
	<i>Student Resource Manual</i>	Faculty Meetings					
	<i>Faculty Resource Manual</i>						
	Student Forums						
<b>Key Element I-E</b> Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading	Internal and external publications	Review all publications & homepage	Annually at beginning of each academic year	Public Relations Committee	Documents, publications, and SON website accurately reflect the curriculum, expected outcomes, and accreditation status policies.	Completed Student Resource Book and reviewed with Registrar for accuracy.	Update and review Student Resource Book at the end of each semester for 2 years then annually fall 2012 and after.
	USF home page, and SON home page	Review by faculty members  Recommendations from students		Director of Admissions and Registrar will review all program documents for accuracy	Student Resource Book will	Have worked closely with website staff to maintain updated documents.	Continue to work with Information Technology staff that has been designated

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policies, degree completion requirements, tuition, and fees are accurate.					include all policies specific to the nursing program in relation to admission, progression, grading, graduation requirements and tuition and fees.	New brochures for accelerated and eight-semester tracks.	to work with SON to keep program website current and accurate.
<b>Key Element I-F</b> Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster	Academic policies of the institution ( <i>Course Catalog</i> )  Academic policies of the SON ( <i>Student Resource Manual</i> )	Policies reviewed	Annually for academic years 2010-2011 and then bi-annually to correspond with printing of new Course Catalog	Assessment Committee	Academic policies are fair, equitable, justifiable, published, and relate to supporting the mission, goals, and objectives of the department and the institution.	The policies that appear in the Student Resource Manual, syllabi, and Course Catalog are fair, equitable, justifiable, and published and have been reviewed and revised as necessary to reflect ongoing	Continue to publish, review, and revise as necessary annually to ensure they are fair and equitable and reflect ongoing improvement.

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program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.						improvement.	
<b>Key Element I-G</b> There are established policies by which the nursing unit defines and reviews formal complaints.	Policy stated in <i>Student Resource Manual</i>  Student complaints	Review SON policy Review any formal complaints, including grade appeals and discuss implications and needed changes in collaboration with VP for Academic Affairs and VP for Human Resources	Annually at beginning of academic year  At time of formal complaint	Assessment Committee  Director, VP for Academic Affairs, and any named parties in the complaint  Faculty Committee	Policy is clearly stated in Student Resource Book and the Course Catalog and students are made aware of policy.  Resolution of the formal complaint.	Policy clearly stated in Student Resource Book.  No formal complaints to date.	Continue to review policy for any needed changes.  Evaluate basis of formal complaint and discuss need to make changes in the program.

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<b>Standard II</b>							
<b>Key Element II-A</b> Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	Departmental Budget  Clinical Lab supply and equipment inventory  Faculty hired to meet program needs  Clinical sites  Student Forums	Faculty meeting to review program needs, including faculty, supplies, equipment and clinical resources  Meeting to review departmental budget, number of nursing faculty and clinical lab needs with VP for Academic Affairs, Controller and Director	Annually at end of each academic year preceding administrative meeting	Faculty Committee  Director, VP for Academic Affairs, and Controller	Identified needs are met.  Adequate supplies and equipment to deliver program as identified by the faculty committee who obtain input from the clinical instructors.  Survey of graduates will indicate a minimum of 80% felt faculty and physical resources were adequate.	Discussion at September 2010 faculty meeting indicated current faculty are satisfied with current fiscal and physical resources.	Review and request changes to SON budget annually.  Nursing Specialist will update needs for equipment and supplies each semester.

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<b>Key Element II-B</b> Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Admissions	Meet with head of each department to review resources and identify student needs	Annually	Director and Faculty Committee	Graduation surveys reflect minimum of 80% respondents rated these resources as 4 or higher on a 5- point scale.	First data will be collected April 2011.	Continue annual meetings with each department to ensure program and student needs are being met.
	Registrar			Designated faculty advisor		First data will be collected October 2010.	
	Academic Success Center	Student Forums			Students will express concerns and these will be addressed within the semester.		Record minutes of Student Forum to reflect concerns and deal with them with appropriate departments and provide feedback to students.
	Library Resources						
	Technology						
	Financial Aid						
<b>Key Element II-C</b> The chief nurse administrator: <ul style="list-style-type: none"><li>• is a registered nurse (RN);</li><li>• holds a graduate degree in nursing;</li><li>• is academically and experientially qualified to</li></ul>	Proof of Licensure	Current copy of RN license	Bi-annually	Licensure: Nursing Specialist maintains record	All documents are validated as current.	All documents have been validated by Nursing Specialist.	All strategies described will be continued. Additional methods of evaluation will be discussed at end of academic year 2010-2011.
	Vita with education and experience listed	Current resume		VP for Human Resources: Validation of education and experience. Job description describes administrative	Faculty evaluation of director will have a minimum of an 80% satisfaction rating.	Faculty evaluation will be completed end of fall semester 2010. Input to self-evaluation	
	Organization- al Chart	Education credentials validated and available in Human Resources and resource room					
	Membership on						



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<b>Key Element II-D</b> Faculty members are: <ul style="list-style-type: none"> <li>• sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;</li> <li>• academically prepared for the areas in which they teach; and</li> <li>• experientially prepared for the areas in which they teach.</li> </ul>	Current vitae with academic and experience included	Nursing Specialist will review with faculty	Annually	Nursing Specialist	Current vitae with date reviewed included.	Vitae reviewed and are current.	Continue with current plan and support current faculty who are enrolled in doctoral nursing education.
<b>Key Element II-E</b> When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in	Preceptor vitae, including education and experience, following the requirements of the South Dakota	Review vitae  At end of preceptored course  Update as needed based on faculty	Annually  As needed	Nursing Specialist and Director  Assessment Committee	Qualified preceptors as demonstrated by qualifications and validated by student evaluations.	There have been no preceptors to date.	Implement current plan and review annually.

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the achievement of the mission, goals, and expected student outcomes.	Board of Nursing  Preceptor evaluations by students  <i>Preceptor Resource Book</i> outlines program expectations and guidelines	evaluations of preceptors and preceptors evaluations of student experience					
<b>Key Element II-F</b> The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	Faculty Development Plans (FDP)          Faculty Development Funds	Faculty Development Plans (FDP) developed to reflect mission, goals, and expected faculty outcomes      Assists faculty in doctoral and other studies	Progress Reports due annually and new FDP due every 4 years      Annually	Individual faculty members  Assessment Committee  Director   Assessment Committee	Completed FDP.	Due October 2010.	Continue to maintain high achievement of all nursing faculty.  Continue to review FDP plans.

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	Online Faculty Satisfaction Survey	Complete survey	Annually	Assessment Committee	100% of full-time faculty members will rate their satisfaction as <i>high to very high</i> .	Evidence of changes in faculty meeting minutes.	Continue as described.
<b>Standard III</b>							
<b>Key Element III-A</b> The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.	Self-study document  <i>Student Resource Book</i>  <i>Faculty Resource Book</i>  Faculty Course Summaries  Student Evaluations	Review of curriculum expected aggregate outcomes with expected individual learning outcomes  Mission, goals, and expected student outcomes identified	End of each semester through spring 2011 then annually	Curriculum Committee	The curriculum reflects clear statements of expected student learning outcomes that are consistent with the program's mission, goals, and expected student outcomes.  The completed	At the end of fall 2010 all courses will be reviewed in the Curriculum Committee via the Course Evaluation Summaries by Faculty document, which includes the student evaluations for the course.	Continue present process because it works well in examining the curriculum in terms of clearness of student expectations and congruence with the AACN Essentials and our curriculum outcomes.

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	Curriculum meeting minutes	<p>Validate changes made to promote congruency of course and aggregate outcomes, mission and goals</p> <p>Presentation and discussion of every course summary evaluation</p>			<p>course evaluation summaries will be brought to the Curriculum Committee for discussion and recommended changes as approved by the curriculum committee.</p>	<p>Appropriate changes will be made.</p> <p>Currently faculty have determined that the new curriculum is appropriate for our mission, goals, expected student outcomes , and AACN Essentials.</p>	
<p><b>Key Element III-B</b></p> <p>Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect</p>	<p>Overall curriculum and course syllabi</p> <p>AACN <i>Essentials</i> and other professional standards and guidelines</p>	<p>Course syllabi reflect how each course addresses AACN Essentials</p>	<p>End of each semester through spring 2011 then annually</p>	<p>Assessment Committee</p>	<p>Congruency of individual expected student outcomes with roles and professional standards and guidelines.</p>	<p>Each course in the curriculum will be reviewed to determine reflection of the AACN Essentials and other professional standards and guidelines.</p>	<p>Continue the present review process because it works well in examining the curriculum in terms of reflecting the AACN Essentials.</p> <p>Continue to post the AACN</p>

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<p>relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.</p> <ul style="list-style-type: none"> <li>Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).</li> </ul>						Course/unit/level outcomes will be reviewed on an annual basis for consistency with the roles for which the program is preparing its graduates.	Essentials in each syllabus including components addressed in that course.
<p><b>Key Element III-C</b> The curriculum is logically structured to achieve expected individual and aggregate student outcomes.</p> <ul style="list-style-type: none"> <li>The</li> </ul>	<p>Table of levels for all courses in the nursing curriculum</p> <p>Individual and</p>	Evaluate the courses and sequencing of courses in the nursing major in relation to the liberal	Annually	<p>Faculty Committee</p> <p>Curriculum Committee</p>	The support courses within the Liberal Arts requirements and required nursing courses	Curriculum for the program has been developed and defined with the AACN Essentials as	Continue to evaluate all courses in both tracks in the nursing curricula as to their “fit” within the organizing

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baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.	<p>aggregate student outcomes</p> <p>Listing of all those supporting courses, which must be completed before students enter the nursing major</p>	studies core			<p>provide the framework essential to baccalaureate education. The curriculum is structured sequentially and is logically organized to facilitate student achievement of expected results, thus meeting program outcomes. The curriculum builds upon a foundation of the arts, sciences, and humanities.</p>	the organizing framework.	framework of the nursing program as well as the university.

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<b>Key Element III-D</b> Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.	Course syllabi	<p>Course syllabi</p> <p>Faculty Course Summaries</p> <p>Student evaluation of courses</p> <p>Review all courses for content and congruence of teaching/ learning objective</p>	Annually	<p>Faculty Committee</p> <p>Curriculum Committee</p>	Specific teaching/ learning practices are identified within all courses and are routinely examined for their value in fostering optimal student learning experiences.	One example: changes in one instructor's method of teaching resulted in a positive response by students. Rather than using PowerPoints in class, she posted them in advance online, and students came to class prepared to engage in more active discussions of the course content.	Continue to evaluate teaching/ learning activities in light of course objectives/ program outcomes.
<b>Key Element III-E</b> The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	<p>Courses</p> <p>Course syllabi</p>	<p>Review and revisions of course syllabi</p> <p>Course Evaluations by students</p>	At the end of each semester	<p>Faculty Committee</p> <p>Curriculum Committee</p>	<p>Didactic and clinical teaching/ learning practices are documented within syllabi.</p> <p>The didactic</p>	Course evaluations completed in the 2 semesters the program has been in session have included	Continue to assess and evaluate course syllabi and course evaluations after each course.

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					and clinical teaching-learning environments support the achievement of student learning outcomes.	specific recommendations for changes and also have been overall very positive.	
<b>Key Element III-F</b> Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	Course syllabi  <i>Student Resource Book</i>  All course evaluation measures	Course evaluations by faculty & students  Course Summary Evaluations	End of every course  End of each semester	Assessment Committee  Curriculum Committee  Student Forum	The curriculum clearly reflects student individual outcomes.  The evaluation of student performance is clearly defined and consistently applied. The evaluation criteria for each course and the grading scale will be clearly	Examples of student work showing individual student performance indicate achievement of individual student outcomes.  All syllabi contain clear evaluation measures and the grading scale for these measures.	Continue as currently planned.

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					identified in each course syllabus.		
<b>Key Element III-G</b> Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	Course evaluations	Summarize and make course changes and/or recommend curriculum changes based on results of course evaluation	Completion of each course	Individual faculty	75% 3.5 rating on a 5-point scale.	Expected outcome met to date on compiled course evaluations.	
	Course summary evaluations	Make changes and share with nursing faculty and director	End of each semester	Assessment and Curriculum Committees	Summary reflects student evaluations.	First ones to be completed end of fall semester 2010.	
	Evaluation by VP for Academic Affairs	Review with faculty members	Every 2 years	VP for Academic Affairs	Feedback given to faculty member.	Feedback given.	

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	Faculty Development Plans	Review of Faculty Development Plan by director and nursing faculty	Progress Report due every May and new FDP due every 4 years	Director and Faculty Committee	Goals identified are congruent with SON goals as validated by faculty review.	Initial FDP to be submitted fall 2010, no later than October 1.	
<b>Standard IV</b>							
<b>Key Element IV-A</b> Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification examination pass rates, and employment rates, as appropriate.	Graduate Survey	Last semester for each cohort	Graduate Satisfaction and Success	Nursing Specialist	60% response rate/75% above 4 satisfaction and success rating on 5-point scale.	No data.	Will evaluate current plan after completing 1 cycle of assessment plan for this Key Element.
	Alumni 1 and 5 year survey	June 2012 and annually thereafter	Alumni Satisfaction and Success	Nursing Specialist in collaboration with Student Success Center	60% response rate/75% above 4 satisfaction and success rating on 5 point scale.	No data.	
	Employer 1 and 5 year survey	June 2012 and annually thereafter	Employer Satisfaction	Nursing Specialist	60% response rate/75% above 4 satisfaction rating on 5-point scale.	No data.	

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	Graduation Rates	Graduation data	Annually	Director	80% of students admitted complete the program.	No data until 2011.	
	NCLEX-RN pass rates	RN licensure data	Annually	Director	75% pass on first try.	No data until 2011.	
	Employment rates	Alumni survey	Annually	Nursing Specialist	Minimum of at least 75% employed at ½ time.	No data until 2012.	
<b>Key Element IV-B</b> Aggregate student outcome data are analyzed and compared with expected student outcomes.	<i>Aggregate Student Outcome #1:</i> Acquire the knowledge, clinical skills and critical thinking skills required to plan and <b>provide excellent evidence-based clinical care</b> , with a strong foundation in	NUR 340 Adult Health II: Students were expected to write a comprehensive health assessment/ case study on one patient and to present this case study to their peers. Students were encouraged	Annually	Course Instructor	80% of students will receive a passing grade on this assignment.	100% of students received a passing grade on this assignment.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #1.

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	the arts and sciences.	to utilize current literature in nursing interventions for care plans.					
		NUR 320 Applied Pathophysiology: Exams focus on high-level application questions that incorporate principles from anatomy, physiology, chemistry, and microbiology.	Annually	Course Instructor	80% of students will receive a score of 80% or above.	90% of students received a score of 80% or above on the combined exam scores.	Evaluate effectiveness of exams before course is taught second time.
		NUR 346 Family Nursing I: Preparation guides and experience	Annually	Course Instructor	80% of students will receive a score of 80% or above on this assignment.	100% of students received a score of 80% or above on this	Evaluate effectiveness of assignment before course is taught second time.



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	with <b>social justice</b> at the core.	Leadership, & Professional Issues: Spend a minimum of 16 hours with a nurse leader (minimum baccalaureate prepared) to actualize the role of nurse leaders at various levels.		and Preceptor Evaluations	P/F score.  80% will rate this clinical experience as <i>high</i> to <i>very high</i> in value.		after evaluating at the end of first time taught.
	<i>Aggregate Student Outcome #3:</i> Promote the health of <b>all people, regardless of race, color, creed, age or any other human discriminators.</b>	NUR 420 Health Promotion and Disease Prevention: Develop a community health promotion project for an underserved population.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment and rate their ability to meet this outcome as <i>able</i> to <i>highly able</i> .	No data.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #3.

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		NUR 232 Cultural Dimensions of Holistic Care: Written reaction paper to “The Spirit Catches You and You Fall Down” including a personal response to this case study.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment.	100% of students received a passing grade on this assignment.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #3.
		NUR 424 Public Health Nursing: Implement a community health promotion project for an underserved population.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment.	No data.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #3.

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	<i>Aggregate Student Outcome #4:</i> Understand the value of inter- and intra-disciplinary collaboration and communication and integrate this into one's practice.	NUR 230: Physical Dimensions of Holistic Care: Students were required to complete a Complete Health History on one of their classmates and one member from the general community, focusing on therapeutic communication techniques.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment.	100% of students received a passing grade on this assignment.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #4.
		NUR 200 Nursing: Contemporary Issues: Interview a nurse, incorporate this knowledge into a	Annually	Course Instructor	100% of students will receive a passing grade on this assignment.	100% received a grade of 90% or higher on this assignment.	Evaluate at end of academic year 2010-2011.

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		personal nursing definition, as a basis of collaboration. Work in groups to present a topic common to nursing.					
	Aggregate Student Outcome #5: Integrate a strong commitment to <b>life-long learning</b> , in order to respond to clinical and technological advances, changes in health care delivery and health systems, population changes, genetic advances and	NUR 200 Nursing: Contemporary Issues: Online discussion regarding the current Health Reform bill.	Annually	Course Instructor	95% of students will receive a grade of 90% or higher on this assignment and rate their ability to meet this outcome as <i>able to highly able</i> .	85% of students received a grade of 90% or higher on this assignment.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #5.
		NUR 434 Gerontological Nursing: Interview an older adult using an interview guide to	Annually	Course Instructor	90% of students will receive grade of 90% or higher on this assignment.	No data.	Determine method after course taught one time.

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	<b>access to health care globally.</b>	determine self-perceptions of health concerns related to this population group and write a summary utilizing a writing rubric.					
	<i>Aggregate Student Outcome #6:</i> Be prepared to practice within different settings and complexities of situations, including caring for people across the life span.	NUR 347 Family Nursing II: Students were required to complete a developmental grid detailing developmental milestones from birth through adolescence.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment and rate their ability to meet this outcome as <i>able to highly able</i> .	No data.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #6.
		NUR 440 Adult Health III: Care plan for	Annually	Course Instructor	90% of students will receive a grade of 85%	No data until summer 2011.	Based on the outcomes, determine if will continue

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		complex patient in a high-acuity setting followed by total care of patient.			or higher on this assignment.		to use this assessment strategy to measure Aggregate Student Outcome #6.
<b>Additional Information</b>	Overall Role Abilities	Graduate Survey	At graduation	Assessment Committee	90% of graduates will rate their preparation for their role as a professional nurse as <i>high</i> to <i>very high</i> .	No data until May 2011.	
	Overall Role Abilities	Employer Survey	1 and 5 years	Assessment Committee	90% of employers will rate graduate as prepared for their role as a professional nurse as <i>high</i> to <i>very high</i> .	No data until May 2012.	
	Overall Role Abilities	Alumni Survey	1 and 5 years	Assessment Committee	90% of graduates will rate themselves as prepared for their role as a professional	No data until May 2012.	

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					nurse as <i>high</i> to <i>very high</i> .		
	Knowledge/ Practice Abilities	Graduate Survey	At graduation	Assessment Committee	80% of graduates will rate their knowledge and practice ability as <i>high</i> to <i>very high</i> .	No data until May 2011.	
	Knowledge/ Practice Abilities	Employer Survey	1 and 5 years	Assessment Committee	80% of employers will rate graduates' knowledge and practice ability as <i>high</i> to <i>very high</i> .	No data until May 2012.	
	Knowledge/ Practice Abilities	Alumni Survey	1 and 5 years	Assessment Committee	80% of graduates will rate their knowledge and practice ability as <i>high</i> to <i>very high</i> .	No data until May 2012.	
	<i>Student Resource Manual</i>	Review all information in the Student Resource Manual	Annually for 3 years then every 2 years	All four department committees of the faculty as a whole	100% of the policies and procedures are reviewed on an annual basis, are	100% of the policies and procedures have been reviewed and are defined in	Our review system works well, thus we will continue to use it in the future to ensure

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					defined in the Student Resource Manual, and are consistently applied.	the Student Resource Manual. A problem was identified regarding inconsistent application of the attendance policy, so the policy was rewritten to more clearly state the expectations.	policies and procedures are reviewed, defined, and consistently applied.
<b>Key Element IV-C</b> Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.	Evaluations  Surveys  Focus Groups  Community of Interest Advisory Group	Comparison of outcome data to mission, goals, and expected outcomes  Curriculum Evaluation  Course & faculty evaluations  Graduate and	Annually	Curriculum Committee	All program outcome data are analyzed in a timely manner in the appropriate committee to provide evidence of program effectiveness and are used, as deemed appropriate, to foster ongoing program	To date, outcome data consists of course evaluations, and results of Student Forums held. Course Evaluations completed by faculty are in the resource room and include student	The proposed system for analyzing and using program outcome data will be reviewed on an annual basis and changes made based on recommendations and feedback from faculty, advisory committee and VP for

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		Employer Surveys  Employers of graduates  Advisory Board meetings			improvement. All discussions, analyses, decisions, implementation, and follow-up will be recorded in committee minutes.	evaluations and samples of student work.  Minutes of Community of Interest Advisory Committee are available in the resource room.	Academic Affairs.
<b>Key Element IV-D</b> Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.	Student grades	Student performance in all courses	Each semester	All faculty members	Students will maintain a minimum of 2.75 CGPA throughout program.	First data will be spring 2011.	Determine at end of 2011.
	Kaplan test scores	Student performance on Kaplan exams			Students will meet or surpass national norms for Kaplan examinations.	In 2 out of 3 exams, mean score surpassed National norms. In the 3 <sup>rd</sup> exam, students were 3 points below the norm.	
	Student Forum	Review Student Forum minutes					

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
<b>Key Element IV-E</b> Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.	Faculty Development Plan (FDP)	Faculty Development Plan (FDP): Teaching Effectiveness  Scholarly Achievement/ Research Continuing Preparation  Contribution to Student Growth  University & Community Service  VP for Academic Affairs evaluations  Faculty evaluations by students	Annually	All faculty members	100% of full-time faculty members demonstrate effective performance in all four areas of FDP.	First Progress Report due May 2011.  Student evaluations of faculty are consistently very positive.	No changes until evaluated for effectiveness at the end of first complete FDP, which will be year 4.
<b>Key Element IV-F</b> Information from formal complaints	Formal complaints	Review of formal complaints	As soon as a formal complaint	All concerned parties including	Resolve any formal complaints.	None have been received to date.	Continue with current process and evaluate

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is used, as appropriate, to foster ongoing program improvement.		by all concerned parties in accordance with the procedures outlined in the USF Faculty and Staff Handbook, USF Student Handbook, the SON Faculty Resource Book, and the SON Student Resource Book	is received	Director, VP for Human Resources, VP for Academic Affairs			process annually.
<b>EVALUATION &amp; ASSESSMENT PLAN</b>							
Evaluation & Assessment Plan encompasses all the elements necessary to support program effectiveness	All areas of Evaluation & Assessment Plan	All assessment strategies	May 2011, May 2012, and then every 3 years	Faculty, Student, Curriculum, & Assessment Committees	Evaluation & Assessment Plan covers all areas of the program.  Assessment strategies	We have determined that the assessment strategies provide adequate forms of	We will continue to use the Evaluation & Assessment Plan and review the entire plan every year through May

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
					<p>provide adequate forms of information to serve as basis for evaluation and assessment.</p> <p>Evaluation &amp; Assessment Plan is manageable.</p> <p>Evaluation &amp; Assessment Plan serves as source for on-going improvement and effectiveness.</p>	<p>information to serve as basis for evaluation and assessment.</p> <p>We have determined that the Evaluation &amp; Assessment Plan is manageable in the present form.</p> <p>We believe strongly that the SON Evaluation &amp; Assessment Plan serves as an excellent source for on-going improvement and effectiveness.</p>	2012 and then every 3 years.